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APR 27 2015

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 3/31/2015

Current Prefix and Number: LIS - Library & Information Science , LIS 640 HEALTH INFORMATION RESOURCE SERVICES

Other Course:

Proposed Prefix and Number: LIS 640

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Library & Information Science

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Will Buntin

Email: wbuntinuk@gmail.com

Phone: 859-257-3317

Responsible Faculty ID (if different from Contact)

Name: Jeff Huber

Email: jeffrey.huber@uky.edu

Phone: 859-257-2334

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: HEALTH INFORMATION RESOURCE SERVICES

Proposed Title: HEALTH INFORMATION RESOURCE SERVICES

c. Current Transcript Title: HEALTH INFORMATION RESOURCE SERVICES

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3.0

Proposed Meeting Patterns

LECTURE: 3.0

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A survey of information agencies and health science libraries, including topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections and access to health libraries.

Proposed Course Description for Bulletin: A survey of information agencies and health science libraries, including topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections and access to health libraries.

2j. Current Prerequisites, if any: Prereq: LIS 601 and LIS 602 or consent of instructor.

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Jeffrey Huber

Instructor Email: jeffrey.huber@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? 0%

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We also have a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.

6. How do course requirements ensure that students make appropriate use of learning resources? In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Course offered through DLP and ATL

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jeffrey Huber

SIGNATURE|JTHU222|Jeffrey T Huber|LIS 640 CHANGE Dept Review|20150331

SIGNATURE|MSBEAC2|Megan B Sizemore|LIS 640 CHANGE College Review|20150420

SIGNATURE|ZNNIKO0|Roshan Nikou|LIS 640 CHANGE Graduate Council Review|20150427

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4740	LIS640Syllabus.pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number: LIS - Library & Information Science LIS 640 HEALTH INFORMATION RESOURCE SERVICES		Proposed Prefix & Number: (example: PHY 401G) LIS 640 <input checked="" type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptor the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
1. General Information		
a. Submitted by the College of: COMMUNICATION AND INFORMATION		Submission Date: 3/31/2015
b. Department/Division: Library & Information Science		
c.* Is there a change in "ownership" of the course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.* * Contact Person Name: Will Buntin Email: wbuntinuk@gmail.com Phone: 859-257-3317 * Responsible Faculty ID (if different from Contact): Jeff Huber Email: jeffrey.huber@uky.edu Phone: 859-257-2334		
f.* Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR Specific Term: 2		
2. Designation and Description of Proposed Course.		
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) the proposed changes do not affect DL delivery.		
b. Full Title: HEALTH INFORMATION RESOURCE SERVICES		Proposed Title: * HEALTH INFORMATION RESOUR SERVICES
c. Current Transcript Title (if full title is more than 40 characters): HEALTH INFORMATION RESOURCE SERVICES		
c. Proposed Transcript Title (if full title is more than 40 characters):		
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ² Cross-listed with (Prefix & Number): none		
Proposed - ADD ² Cross-listing (Prefix & Number):		

Proposed - REMOVE 3rd Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.					
Current:	Lecture 3.0	Laboratory ²	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 3.0	Laboratory ²	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
f. Current Grading System:			Graduate School Grade Scale		
Proposed Grading System:*			<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale		
g.	Current number of credit hours:	3	Proposed number of credit hours: *	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
A survey of information agencies and health science libraries, including topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections and access to health libraries.					
* Proposed Course Description for Bulletin:					
A survey of information agencies and health science libraries, including topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections and access to health libraries.					
j. Current Prerequisites, if any:					
Prereq: LIS 601 and LIS 602 or consent of instructor.					
* Proposed Prerequisites, if any:					
*					
k. Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: LIS 640	Date: 3/30/2015
Instructor Name: Jeffrey Huber	Instructor Email: jeffrey.huber@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
 Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate Guidelines.
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
 Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acap policy; etc.

Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No.

Which percentage, and which program(s)?

0%

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

- Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said te Course offered through DLP and ATL.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodat details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Jeffrey Huber

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/00

- ⌚ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ⌚ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⌚ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ⌚ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ⌚ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
- ⌚ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ⌚ In order to change a program, a program change form must also be submitted.

UNIVERSITY OF KENTUCKY
SCHOOL OF LIBRARY AND INFORMATION SCIENCE
LIS 640: Health Information Resources and Services

INSTRUCTOR INFORMATION

Name: Instructor Name

Telephone Number: ###-####-####

Email Address: first.last@uky.edu

I will respond to student communications within 24 hours Monday-Friday. If for any reason I am unable to respond within that time frame, I will notify you via the Blackboard system.

COURSE DESCRIPTION

A survey of information agencies and health science libraries, including topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections, and access to health libraries. (Same as CJT 640.)

Course Goals and Objectives:

This course is designed to provide an introduction to the basic concepts and principles associated with health sciences librarianship. Upon successful completion of LIS 640, students will:

- Understand the role of the health sciences library within the larger world of biomedicine;
- Become thoroughly acquainted with the scholarly communication patterns, professional literature, and key information sources in health sciences information services;
- Become aware of the complex information needs of health professionals, patients, and families and the role of the health sciences library in meeting these needs;
- Develop an understanding of the organization and structure of the healthcare industry;

*Included in centennial celebration issue of *JMLA*, Supplement, October 2012

†Text of Janet Doe lecture.

- Review current trends and issues in the provision of health science information within libraries, health centers, and other information agencies;
- Explore in depth a topic germane to biomedicine and the role of the health sciences library and librarian in contributing to the issue.

Topics include:

- Health information environments
- Healthcare reform
- Evidence-based practice
- Health information infrastructure
- Scientific communication
- Consumer health and patient education
- Outreach and community education
- Health sciences librarianship as a career

Textbooks:

Gawande, Atul. *Better: A Surgeon's Notes on Performance*. New York: Picador, 2008. (Hardback was published by Metropolitan Books in 2007.) ISBN-13: 9780312427658.

Groopman, Jerome. *How Doctors Think*. Boston: Houghton Mifflin, 2007. (ISBN-13: 9780547053646)

Journal articles are included as appropriate. Citations for articles are noted within the Course Calendar. Articles generally are available full text electronically from PubMed Central, and hyperlinks may be found via PubMed at <http://www.ncbi.nlm.nih.gov/pubmed/>. A few articles are not available this way but will be linked to your course shell.

You will note that especially on current topics, readings from the popular press (e.g., *The New York Times*, *The New Yorker*, *The Economist*, etc.) are included. The purpose of this inclusion is to bring perspective to ongoing debates around healthcare issues.

A brief supplemental reading list is included for students who would like to explore a topic in more depth. This is not required reading; it is meant only for your exploration

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†Text of Janet Doe lecture.

and engagement with health sciences and health sciences librarianship. You will find this list posted with other course documents.

Technology Requirements

Students are required to participate in class activities online in addition to reading materials and quizzes. Students must have access to UK's learning management system through their UK ID to successfully complete this course. Students will submit written assignments using the LMS.

Students are not required to have a webcam and microphone, although if you have these things they may come in handy. [Click here to view](#) UK's Analytics and Technologies Department's minimum requirements for technology for elearning.

Students experiencing technological issue should notify the instructor and contact [University Analytics & Technologies](#) for assistance: 218help@uky.edu or 859-218-4357.

ASSIGNMENTS AND GRADING

All assignments are due by 11:59PM of the day due.

In addition to the texts and supplemental readings, students will complete assignments, a term paper of 20–30 pages, and a reflection paper of no more than 5 pages.

Class participation via the discussion board and responses to both the instructor's and other students' postings is a requirement. For full credit to be awarded, each student must contribute two original posts per week, based on the topic and readings, and respond to a minimum of four posts from other students or the instructor each week.

A further expectation is that students will devote considerable time to synthesizing course content and familiarizing themselves with relevant resources. *There will be no examinations in this class.*

Assignments are to be completed by 11:59PM on the due date posted on the Course Calendar. Details of each assignment will be provided in the course shell. Late assignments will be accepted only with prior permission from the instructor or in the event of an excused absence. Students with an excused absence have one week to

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contact the instructor to make arrangements to complete any missed assignments. Please refer to the definition of an excused absence in the current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. You will be asked to provide official written documentation for absences.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Grading Scale:	90-100	A
	80-89	B
	70-79	C
	0-69	E

Grades will be apportioned as follows:

Assignments	40%
Term Paper	35%
Reflection Paper	10%
Class Participation	15%

COURSE POLICIES

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states:

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism

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involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Make sure to cite properly in all your assignments. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. You will be responsible for checking the online syllabus for any changes or updates before reading or beginning your work.

Disability Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

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Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Distance Learning Programs

The UK Distance Learning Programs works with departments offering distance learning programs and classes. They also provide a variety of services and support for distance learning students. Visit <http://www.uky.edu/DistanceLearning/> or call 859-257-2987 for more information.

Distance Learning Library Services

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Writing Center

The Writing Center is located in the Hub of the W. T. Young Library, B108B (phone: 859-257-1368). You can make an appointment online (uky.mywconline.com). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design.

Academic Ombud

Dr. Sonya Feist-Price, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

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COURSE CALENDAR

Session 1

Introductions. Introduce yourself to your colleagues in the Discussion Board section of Blackboard. Overview of the course. Review the syllabus, course outline, readings, assignments, and expectations.

Read:

Groopman, *How Doctors Think*, Introduction–Chapter 4.

†Lemkau HL. 2008. Constants, context, and change: the pursuit of purpose. *Journal of the Medical Library Association*. 96(1):12–19.

Distribute: Assignments 1 and 1A. Assignment 1A is due February 5; assignment 1, your term paper, is due April 23.

Session 2

Health Information Environments: Changing paradigms, structures, and physical spaces of health science libraries

Explore the following Web sites:

National Library of Medicine (NLM)

Be sure to read the “About the National Library of Medicine” sections. Pay particular attention to the Overview, NLM Organization, History of NLM, Reports and Plan about the Library, and Partners sections.

National Network of Libraries of Medicine (NN/LM)

Within the Partners section above, follow the link to the National Network of Libraries of Medicine NN/LM. At this Web site, pay particular attention to the About Us section. Click on the region where you live and then one other region, just to see if you notice differences.

Medical Library Association (MLA)

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Explore the Medical Library Association Web site, paying particular attention to the Overview section under About MLA and the Section Descriptions under Sections, Chapters, Groups.

Association of Academic Health Science Libraries (AAHSL)

Read the About AAHSL section and the Purpose on this Web site.

Joint Commission on the Accreditation of Healthcare Organizations (JCAHO)

On this Web site read About the Joint Commission, Facts about the Joint Commission, and Our History.

Read:

Groopman, *How Doctors Think*, Chaps 5–7.

*†Matheson NW. 1995. The idea of the library in the twenty-first century. *Bulletin of the Medical Library Association*. 83(1):1–7.

†Weise F. 2004. Being there: the library as place. *Journal of the Medical Library Association*. 92(1):6–13.

Session 3

Health Information Environments: Types of health science libraries, customers, and roles; ethics

<http://www.mlanet.org/about/ethics.html>. Compare this code of ethics to the one on the SLA Web site,

http://www.sla.org/content/SLA/ethics_guidelines.cfm, and the ALA code of ethics, <http://www.ala.org/advocacy/proethics/codeofethics/codeethics>.

Explore the **Section Listings** on the MLA Web site:

<http://www.mlanet.org/sections/sections.html>. Pay particular attention to the following ten Section sites, especially their resource sections and any others that look interesting:

Chiropractic Libraries, Consumer and Patient Health Information, Dental, Federal Libraries, History of the Health Sciences, Hospital Libraries (especially Vital Pathways), Nursing and Allied Health

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Resources, Pharmacy and Drug Information, Public Health/Health Administration, and Veterinary Medical Libraries.

While Corporate Information Services and Health Association Libraries represent important types of health science libraries, the Web sites are not fleshed out. Excellent employment opportunities are available in both areas, however, especially for dual-degreed professionals.

Read:

Groopman, *How Doctors Think*, chapter 8.

Carbo T. 2003. Challenges for libraries creating one world: information ethics and policy issues for medical librarians. *Journal of the Medical Library Association*. 91(3):281–284.

*King DN. 1987. The contribution of hospital library information services to clinical care: a study in eight hospitals. *Bulletin of the Medical Library Association*. 75(4):291–301.

Klein-Fedyshin M. 2010. It was the worst of times, it was the best of times: positive trends influencing hospital libraries. *Journal of the Medical Library Association*. 98(3):196–199.

Marshall JG et al. 2013. The value of library and information services in patient care: results of a multisite study. *Journal of the Medical Library Association*. 101(1):47–54.

Session 4

Health Information Environments: Clinical Medical Librarianship, Informationist Role

Explore the following Web site, <http://www.mlanet.org/research/informationist/>, particularly *Informationist* or *Information Specialist in Context*.

Assignment 1A due.

Distribute Assignment #2.

Read:

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Groopman, *How Doctors Think*, chapter 9–Afterword.

Plutchak TS. 2000. Informationists and librarians. *Bulletin of the Medical Library Association*. 88(4):391–392.

Robison RE, Ryan ME, Cooper ID. 2009. Inquiring Informationists: a qualitative exploration of our role. *Evidence Based Library and Information Practice*. 4(1):4–16.

*Wagner KC, Byrd GD. 2004. Evaluating the effectiveness of clinical medical librarian programs. *Journal of the Medical Library Association*. 92(1):14–33.

Tan MC, Maggio LA. 2013. Expert searcher, teacher, content manager, and patient advocate: an exploratory study of clinical librarian roles. *Journal of the Medical Library Association*. 101(1):63–72.

Session 5

Healthcare Reform

Owing to the rocky rollout of the healthcare exchanges, the cancellation of many private policies, congressional opposition to implementation of the Affordable Care Act, uncertainty about citizens' acceptance of the law, and many other "known unknowns," no one really knows how all this upheaval will play out. However, because healthcare is bound to change even further in the near future, medical librarians must pay attention to the debates around this issue. Feel free to use the Discussion Board to bring up matters that perhaps have affected you or details about which you have questions. This is a fruitful area for class conversation.

Consider the impact on libraries of the Patient Protection and Affordable Care Act and other federal legislation and efforts toward healthcare reform (including comparative effectiveness research). Study the contents of the following Web pages, part of the *Effective Health Care Program* developed by AHRQ, the Agency for Healthcare Research and Quality.

<http://effectivehealthcare.ahrq.gov/index.cfm/what-is-comparative-effectiveness-research1/>

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<http://effectivehealthcare.ahrq.gov/index.cfm/tools-and-resources/>

<http://effectivehealthcare.ahrq.gov/index.cfm/research-summaries-for-consumers-clinicians-and-policy-makers/>

Read:

Better, Part I. (Discussion of *Better* will occur on the Discussion Board.)

Rosenbaum S, Margulies R. 2011. Tax-exempt hospitals and the Patient Protection and Affordable Care Act: Implications for Public Health Policy and Practice. *Public Health Reports*. March–April. 126:283–286.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3056045/pdf/phr126000283a.pdf>

Gawande A. 2013. States of health. *New Yorker*. October 7, 2013.

_____. 2011. Medical Report: The hot spotters. *New Yorker*. January 24, 2011.

Surowiecki J. 2013. The Financial Page: Controlling health-care costs. *New Yorker*. December 9, 2013.

Session 6

Information Infrastructure: Electronic health information; technology and networked information resources

Assignment #2 due.

Read:

Better, Part II.

Davidoff F, Miglus J. 2011. Delivering clinical evidence where it's needed: building an information system worthy of the profession. *JAMA*. 305(18):1906–1907.

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Lindberg DAB, West RT, Corn M. 1992. IAIMS: an overview from the National Library of Medicine. *Bulletin of the Medical Library Association*. 80(3):244–246.

Lorenzi NM. 1992. Introduction: Integrated Academic Information Management Systems (IAIMS). *Bulletin of the Medical Library Association*. 80(3):240–243.

Freudenheim M. 2012. The ups and downs of electronic medical records. *New York Times*. October 8, 2012.
<http://www.nytimes.com/2012/10/09/health/the-ups-and-downs-of-electronic-medical-records-the-digital-doctor.html?pagewanted=all>

Haupt A. 2011. The era of electronic medical records. *U.S. News & World Report*. July 18, 2011.
<http://health.usnews.com/health-news/most-connected-hospitals/articles/2011/07/18/most-connected-hospitals>

Hillestad R. et al. 2005. Can electronic medical record systems transform health care? Potential health benefits, savings, and costs. *Health Affairs*. 24(5):1103–1117. <http://content.healthaffairs.org/content/24/5/1103.full>

Roderer NK, Clayton PD. 1992. IAIMS at Columbia-Presbyterian Medical Center: accomplishments and challenges. *Bulletin of the Medical Library Association*. 80(3):253–262.

Peruse: Many companies offer software to hospitals, clinics, and health systems to implement electronic medical records. Two of these are Cerner and Epic. Take a look at their Web sites to get a sense of the approaches these companies take to supplying software and services to their clients.

Session 7

Scientific Communication: Publishing paradigms, journal costs, and future possibilities

(Guest lecturers: Paul Howard, MLIS, PhD, Health Systems Librarian, Salem Hospital, Salem, OR; Scott Thomson, MLIS, AHIP, Library

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Director, Boxer Library, Rosalind Franklin University of Medicine and Science, North Chicago, IL.)

Distribute Assignment #3.

Read:

Better, Part III.

*Brandon AN. 1965. Selected list of books and journals for the small medical library. *Bulletin of the Medical Library Association*. 53(3):329–364. (Pay particular attention to journal prices.)

Murray S, Brophy J, Hoey J, Choi S, Giustini D, Kendall C, Maskalyk J, Palepu A. 2010. Open Medicine is indexed in PubMed. *Open Medicine*. 1(1):E1.

Schlimgen JB, Kronenfeld MR. 2004. Update on inflation of journal prices: Brandon/Hill list journals and scientific, technical, and medical publishing market. *Journal of the Medical Library Association*. 92(3):307–314. (Scan this article to compare journal prices from 1965 to 2004.)

Watch this interview (one hour in length) with Susan Crawford, an “After Words” feature on *BookTV*. She discusses her recent book *Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age*.

Peruse the following Web sites, noting particularly the overview or About Us, FAQs, and other general statements about the site.

PubMed Central, <http://www.ncbi.nlm.nih.gov/pmc/>

BioMed Central, <http://www.biomedcentral.com/>

Open Medicine, <http://www.openmedicine.ca/>

Public Library of Science, PLoS, <http://www.plos.org/>

Session 8

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Evidence-based Practice, Evidence-based Librarianship

Distribute Assignment #4.

Read:

Eldredge JD. 2000. Evidence-based librarianship: an overview. *Bulletin of the Medical Library Association*. 88(4):289–302. McKibbin KA. 1998.

Evidence-based practice. *Bulletin of the Medical Library Association*. 86(3):396–401. Schardt C. 2011. Health information literacy meets EBP. *Journal of the Medical Library Association*. 99(1):1–2.

Problems with scientific research; Unreliable research: trouble at the lab. *The Economist*. October 19, 2013. 409(8858);13, 26–30. (Follow the links in [this Web site](#) from National Public Radio to learn more about “predatory” journals.)

Thomas K. 2013. Breaking the seal on drug research. *New York Times*. June 29.

Review the following Web sites that feature different iterations of levels of evidence:

American Academy of Family Physicians,
<http://www.aafp.org/online/en/home/publications/journals/afp/afplevels.html>

Oxford Centre for Evidence-based Medicine,
<http://www.cebm.net/?o=1025>

Evidence-based Nursing, <http://ebp.lib.uic.edu/nursing/node/12>

Levels of Evidence for Adult and Pediatric
Cancer Treatment Studies,
[http://cancer.gov/cancertopics/pdq/levels-
evidence-adult-](http://cancer.gov/cancertopics/pdq/levels-evidence-adult-)

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treatment/HealthProfessional/page1/AllPages

Session 9

Consumer Health and Patient Education (Guest lecturers: Cindy Crosby, RN, BSN, MSN, Health Education Specialist, and Community Health Education Center (CHEC), Salem Health, Salem, OR; Paul Howard, MLIS, PhD, Health Systems Librarian, Salem Hospital, Salem, OR; Kate Costin, MLS, Reference and Education Librarian, Health Learning Center, Northwestern Memorial Hospital, Chicago, IL; Magdalyn Patyk, RN, MS, BC, Manager, Patient Education and Women's Programs and Education, Northwestern Memorial Hospital, Chicago, IL.)

Read:

Policy Statement, MLA and CAPHIS. 1996. The librarian's role in the provision of consumer health information and patient education. *Bulletin of the Medical Library Association*. 84(2):238–239.

Huber JT, Gillaspay ML. 2011. Knowledge/Power transforming the social landscape: the case of the consumer health information movement. *Library Quarterly*. 81(4):405–430.

Oliver KB, Lehmann HP, Wolff AC, Davidson LW, Donohue PK, Gilmore MM, Craven C, Roderer NK. 2011. Evaluating information prescriptions in two clinical environments. *Journal of the Medical Library Association*. 99(3):237–246.

Health Online 2013: <http://pewinternet.org/Reports/2013/Health-online.aspx>

Peruse the following Web sites, noting the varied approaches each uses to convey health information to the public. Which do you think is the most effective, and why? **Post your response on the discussion board.**

Alberto Culver Health Learning Center, Chicago IL:
<http://www.nmh.org/nm/health-library>

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CHEC, Salem Health, Salem OR:

<http://www.salemhealth.org/chec/home.php>

Connelly Resource Center for Families, CHOP, Philadelphia PA:

<http://www.chop.edu/visitors/family-support-and-resources/connelly-center.html>

HealthHub from Cleveland Clinic, Cleveland OH:

<http://my.clevelandclinic.org/health/default.aspx>

Patient Family Education Resource Center, Ann Arbor MI:

http://www.cancer.med.umich.edu/support/patient_education_resource_center.shtml

PlaneTree Health Information Center, Cupertino CA:

<http://www.planetree-sccl.org/>

Stanford Health Library, Palo Alto CA: <http://healthlibrary.stanford.edu/>

Session 10

Outreach and Community Education (Guest Lecturers: Holly Trandel Manprizio, MPH, CHES, Program Manager—External Affairs, Community Services, Northwestern Memorial Hospital, Chicago, Illinois; Abbey Lichten, MPH, CHES, Health Educator, Health Learning Center, Northwestern Memorial Hospital, Chicago, Illinois.)

Assignment #4 due.

Read:

Fama J, Berryman D, Harger N, Julian P, Peterson N, Spinner M, Varney J. 2005. Inside outreach: a challenge for health sciences librarians. *Journal of the Medical Library Association*. 93(3):327–338.

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Dalrymple PW et al. 2013. Collaborating to develop and test an enhanced text messaging system to encourage health information seeking. *Journal of the Medical Library Association*. 101(3):224–227.

Whitney W et al. 2013. Evaluation of health information outreach: theory, practice, and future direction. *Journal of the Medical Library Association*. 101(2):128-137.

Session 11

Social Networking in Medical Libraries Assignment #3 due.

Distribute Assignment #5.

Distribute Assignment #6.

Read:

Lemley T, Burnham JF. 2009. Web 2.0 tools in medical and nursing school curricula. *Journal of the Medical Library Association*. 97(1):50–52.

Dismukes J. 2009. How can medical libraries become more relevant in the age of digital information? *Library Student Journal*. July 2009.
<http://www.librarystudentjournal.org/index.php/ljsj/article/view/120/237#bio>

Green MK et al. 2013. An enhanced text4baby program: capturing teachable moments throughout pregnancy. *Journal of Pediatric Nursing*. 28:92–94.

Session 12

A Career as a Medical Librarian: What are the possibilities? What are the requirements? Overview of management issues in medical libraries today. (Guest Lecturers: Scott Thomson, MLIS, AHIP, Library Director, Boxer Library, Rosalind Franklin University of Medicine and Science; Mary O'Connor, MS, Senior Program Manager, EMMI Solutions, Chicago, IL.)

Read:

Platform for Change: <http://www.mlanet.org/education/platform/index.html>

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†Doyle JD. A job with a view: perspectives from the corporate side of the hospital. *Journal of the Medical Library Association*. 91(1):12–17.

Session 13

Assignment #5 due.

Term paper questions and answers.

Session 14

Term paper due.

Session 15

Wrap-up discussion; summary reflection paper due. Student feedback and course evaluation.

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